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ABSTRACT

The Bilingual Academic Services and Integrated Career Systems Program (Project BASICS) is a federally-funded program of instructional and support services provided to 122 students at a Queens high school. The program's aim was to develop English literacy skills and appreciation of cultural diversity, and to prepare students for the psychosocial dimensions of the workplace. The program provided instruction in English as a Second Language (ESL) to all students, computer-assisted tutorials in ESL and mainstream content area, vocational classes, and social studies courses taught with an ESL approach. The program's non-instructional component included career orientation, conferences, and guidance and counseling. Most participants were recent immigrants. The project met its objectives in ESL and content-area learning, partially achieved its objectives in career-oriented activities and curriculum development, but failed to meet the attendance objective. Whether objectives were met in dropout rate, staff development, or parental involvement could not be determined. Recommendations for program improvement include attempts to increase student attendance and parent participation, and completion of curriculum materials. (Author/MSE)

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EVALUATION SECTION
John E. Schoener, Chief Administrator
June 1989

EVALUATION SECTION REPORT

THE BILINGUAL ACADEMIC SERVICES AND INTEGRATED CAREER SYSTEMS PROGRAM PROJECT BASICS 1987-1988

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PROJECT BASICS*

1987-88

SUMMARY

- Project BASICS was fully implemented at Bayside High School. During the 1987-88 school year participating students received instruction in English as a second language (E.S.L.), E.S.L.-based content area classes, career-oriented activities including apprenticeships in institutions, and guidance and counseling, and were able to participate in extracurricular activities.

- The program met its objectives in E.S.L. and E.S.L.-based content area classes, and partially met its objectives in curriculum development. The achievement of objectives in career-oriented activities, staff development, and parental involvement could not be assessed due to the unavailability of data. The program did not meet its objective for student attendance.

The Bilingual Academic Services and Integrated Career Systems Program (Project BASICS) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded program of instructional and support services. In its first year of a three-year funding cycle, the project served 122 limited English proficient (LEP) students at Bayside High School in Queens. Project BASICS' aim was to develop students' English literacy skills, to develop a sequence of career education and exploration, to develop appreciation of cultural diversity, and to prepare students for the psychosocial dimensions of work.

The project provided E.S.L. instruction to all students, computer-assisted tutorials in E.S.L., and mainstream content area as well as vocational classes or social studies courses taught with an E.S.L. approach. BASICS' noninstructional component included career orientation, career conferences, and guidance and counseling. The students were selected for the program on the basis of their Language Assessment Battery (LAB) scores, school records, teacher recommendations, personal interviews, and parental requests. The majority of Project BASICS' students were recent immigrants.

Project personnel used the LAB at the end of the spring semester to assess English language skills. OREA personnel examined course passing rates, information obtained from

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*This summary is based on the final evaluation of the "Project BASICS 1987-88" prepared by the OREA Bilingual Education Evaluation Unit.

interviews with project and school personnel, attendance data provided by the program, and observations of classes to evaluate the program. The project met its objectives in E.S.L. and content area subjects. It partially achieved its objectives in the area of career-oriented activities and in curriculum development. OREA could not determine whether Project BASICS had met its objectives in dropout rate, staff development, or parental involvement. The program failed to meet its objective for student attendance.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Make attempts to increase the level of program students' attendance.
- Make attempts to increase the level of parent attendance.
- Attempt to complete the curriculum materials as proposed for the next semester.

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In addition to those whose names appear on the title page, we thank Beth Schlau and Madelyn Anderson for editing, Margaret Scorza for coordinating production, Marbella Barrera for analyzing data, and Kristine Gatti for typing the final report.

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I. PROJECT DESCRIPTION

OVERVIEW

Funded under Title VII of the Elementary and Secondary Education Act (E.S.E.A.), Project BASICS provided instructional and support services to 122 students of limited English proficiency (LEP) at Bayside High School in Queens. The project completed its first year of a three-year funding cycle in June 1988.

The project's main goals were to develop students' English literacy skills, particularly those required for effective communication and academic discourse; to develop an organizing framework of thinking and language skills across the curriculum; to develop a sequence of career education and exploration which could be infused through all curricular areas; to develop the appreciation of cultural diversity through the application of intercultural communication techniques; and to prepare students for psychosocial dimensions of work by providing them with part-time supervised employment opportunities and internship experiences in areas of career interest.

Project students received instruction in English as a second language (E.S.L.), in computer-assisted tutorials in E.S.L., and in mainstream content area and vocational classes or social studies courses taught with an E.S.L. approach. In addition, the project provided students with career orientation through E.S.L. classes, career conferences, and a part-time job placement program. The project's noninstructional component included guidance and counseling for students, peer tutoring,

training for staff members, curriculum development, and parental involvement activities.

SITE CHARACTERISTICS

Built in 1936, Bayside is a zoned academic-comprehensive high school offering career-cluster programs in such areas as law, management and finance, mathematics and science research, performing arts, the humanities, and business. In addition, the school accepts applicants citywide for two screened programs: the professional arts program, offering courses in graphic design, cartooning, crafts, commercial art and television; and the academy of music featuring courses in vocal and instrumental technique, electronic and computer music, and choral, chamber, band, and orchestral performing groups.

The ethnic character of the neighborhood surrounding the school is of growing numbers of new immigrants. According to the New York City Board of Education's Annual School Census, of the 2,463 students enrolled at the school in October 1987, 1,131 (46 percent) were white; 815 (33 percent) were black; 307 (13 percent) were Asian; 205 (8 percent) were Hispanic; and 5 (less than one percent) were Native American. According to information supplied by the project, of the 2,064 students enrolled in spring 1988, 104 scored below the twenty-first percentile on the English version of the Language Assessment

Battery (LAB),* and therefore were classified as LEP. The native languages of these students were Korean (47), Chinese (29), Spanish (11), Persian (5), French (4), Italian (3), Vietnamese (3), Serbo-Croatian (1), and Hindi (1).

STAFF AND ORGANIZATION

Project BASICS staff included a project director (the assistant principal [A.P.] of foreign languages/E.S.L.) and a full-time Title VII-funded E.S.L. resource/curriculum specialist. In addition to coordinating the Title VII project, the project director/A.P. was responsible for supervising the department's E.S.L. and foreign language teachers and paraprofessionals as well as for staff development. She taught three courses each semester. She noted that, as an A.P., she met frequently with the principal and had good working relationships with the chairpersons of other departments.

Due to the late receipt of funding, the E.S.L. resource/curriculum specialist did not assume that function until February 1988. In addition to developing E.S.L.-based curriculum material for use in social studies classes, she provided academic, personal, and college counseling; placed students in part-time jobs and job training programs; tutored

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of nonnative speakers of English in order to determine if their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

project students; and contacted students' families when problems arose. The E.S.L. resource/curriculum specialist had a doctorate and 16 years' experience in E.S.L./bilingual/foreign language education. In addition to English, her language abilities included Spanish, French, and Italian.

STUDENT CHARACTERISTICS

Selection criteria for Project BASICS, in addition to LAB scores, included interpretation of school records, teacher recommendations, personal interviews, and parental requests. The majority of BASICS students were recent immigrants, most having been in this country less than two years. Consequently, they had to adjust to a new culture as well as to learn English. Although students' exposure to English was minimal prior to their participation in the project, 95 percent were literate in their native languages and most had good backgrounds in content area subjects. Many of the Korean students had come to this country via South America and therefore were fluent in both Korean and Spanish.

The program served a total of 122 students, of whom 99 were enrolled in the fall and 113 in the spring; 90 were enrolled both semesters.

Forty-two percent of Project BASICS' students were born in Korea, 27 percent were born in other Asian countries (mostly the People's Republic of China), 20 percent were born in Spanish-speaking countries (mostly Colombia), seven percent were born in Middle-Eastern countries, and four percent were born in Europe.

The majority of program students were in tenth grade. (See Table 1.) Thirty-eight percent were overage for their grade, ranging from 36 percent in ninth grade to 40 percent in twelfth grade.

TABLE 1

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
12		1			1
14	4				4
15	5	8			13
16	3	27	8		38
17	2	16	14	3	35
18		5	10	6	21
19			4	3	7
20				3	3
Total	14	57	36	15	122
Overage Students					
Number	5	21	14	6	46
Percent	35.7	36.8	38.9	40.0	37.7

Note. Shaded boxes indicate expected age range for grade.

- Three-fourths of all program students were in grades ten and eleven.
- Thirty-eight percent of program students were overage for their grade.
- Overage students were almost evenly distributed in grades nine to twelve.

II. EVALUATION FINDINGS

The Office of Research, Evaluation, and Assessment (OREA) evaluated Project BASICS by inspecting standardized test results and program records, interviewing school and project personnel, and observing classes.

INSTRUCTIONAL ACTIVITIES

Project BASICS proposed instructional objectives in E.S.L. and content area courses.

English as a Second Language

- As a result of participating in the program, students will make statistically significant gains in English-language proficiency.

Inplementation. Bayside High School offered E.S.L. courses on the beginning, intermediate, and advanced levels. Beginning students attended three daily periods of E.S.L. funded by tax-levy and Pupils with Compensatory Educational Needs (P.C.E.N.) monies. According to project staff, the tax-levy classes emphasized the development of writing and reading skills; P.C.E.N. classes focussed on speaking and listening. Intermediate and advanced E.S.L. students took one daily period of E.S.L. The courses followed the New York State Core Curriculum in English as a Second Language and used materials selected by the project director, the resource/curriculum specialist, and the E.S.L. teachers. All the classes had paraprofessional assistance. E.S.L. classes always used the English language.

The project offered a computer-assisted E.S.L. tutorial class in the spring that used educational software to reinforce the skills taught in the E.S.L. courses.

Eighteen students were present in an intermediate level class observed by an OREA consultant. The teachers wrote the topic for the day's discussion (how the speech of one character related to the theme of a story) on the blackboard. While the students referred to a two-page handout that had the speech written on it, the teacher explained the concepts of "fate" and "destiny." She then asked the students to discuss these ideas in terms of the text. The teacher listed the students' ideas on the blackboard and explained the new vocabulary that was introduced during the discussion. The students actively participated in the class.

The advanced-level E.S.L. class had 18 students, most of whom were Asian. The class was studying the use of prepositions. The teacher called on students to read sentences from a handout and supply the correct prepositions. After they finished this exercise the teacher asked the students to write a short story based on a picture of a couple walking in a park.

Outcomes. To assess students' achievement in English, the OREA data analyst computed a correlated t-test on students' N.C.E. scores on the LAB. The t-test determines whether the significantly greater than would be expected from chance variation alone.

The project supplied complete LAB pre- and posttest N.C.E. scores for 59 students.* The difference in means was statistically significant ($p < .05$) for each grade and for the group as a whole. (See Table 2.) Project BASICS achieved the proposed E.S.L. objective.

The overall effect size was large (moderate only in ninth grade).** This indicated that the LAB gains were of high educational meaningfulness.

Content Area Courses

- At least 70 percent of the students enrolled in all E.S.L.-based content area classes will score at or above the 65 percent passing criterion.

Implementation. The project offered E.S.L.-based content area courses in global history and American history. The school placed LEP students in these classes according to their ability.

Department chairpersons interviewed students needing more advanced content area coursework and programmed them accordingly. Both the E.S.L. coordinator and the guidance

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*Raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from 1 to 99. Thus scores can be compared to the norming population.

**The effect size, developed by Jacob Cohen, is a ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the same. Effect size (E.S.) is interpreted to indicate educational meaningfulness, and an E.S. of .80 is thought to be highly meaningful, while one of .20 is considered to be only slightly so.

TABLE 2

Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value	Effect Size
9	7	13.7	10.2	21.7	14.8	8.0	10.5	2.02*	0.76
10	24	15.8	10.8	28.9	11.3	13.1	10.6	6.07*	1.24
11	23	15.5	8.6	28.2	11.3	12.7	8.6	7.03*	1.48
12	5	22.8	8.0	38.8	12.0	16.0	10.3	3.47*	1.55
TOTAL	59	16.0	9.7	28.6	12.1	12.6	9.8	9.90*	1.29

$p < .05$

- Students made statistically singificant gains on the LAB, thus meeting the proposed objective.
- The overall effect size was large, indicating that pretest/posttest differences were highly meaningful.

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counselor closely monitored project students' performance in these courses.

Outcomes. Students in E.S.L.-based social studies achieved passing rates higher than the specified criterion: 79 percent of the students passed in the fall, and 71 percent passed in the spring. The project met its content area course objective.

NONINSTRUCTIONAL ACTIVITIES

Project BASICS proposed noninstructional objectives in the areas of attendance and dropout, career-oriented activities, staff development, curriculum development, and parental involvement.

Attendance and Dropout

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.
- Program students will have a significantly lower dropout rate than similar non-program students.

To prevent student attrition and promote better attendance, the project's noninstructional component incorporated a number of supportive strategies including academic guidance, personal counseling, tutoring, and extracurricular activities.

Implementation. A tax levy-funded guidance counselor, grade advisor, and college advisor provided Project BASIC students with academic, personal, and college counseling. Project staff and student interpreters translated whenever necessary. The E.S.L. resource/curriculum specialist, the project director, and the A.P.s. of English and social studies

were also available to counsel students. The E.S.L. curriculum/resource specialist and a Chapter 1-funded paraprofessional contacted students' families by mail and telephone whenever problems arose.

Peer tutoring for project students was available for three periods each day. The E.S.L. resource/curriculum specialist, the project director, the A.P.s of English and social studies, and a Chapter 1-funded paraprofessional also tutored students when needed.

During the academic year, the project sponsored several special activities such as the International Cafe Festival in March for teachers and students and two field trips in May to the United Nations and to the Asian Bilingual Career Day at Long Island University. Students were also encouraged to participate in extracurricular activities: teams, student government, community service, and ethnic-oriented activities such as the Korean, Chinese, and Spanish clubs. Six project students were winners in a schoolwide poster contest and one of them received an award for her participation in the Pan-American Contest sponsored by the Center for Inter-American Relations in New York City. Finally, the project kept students informed of community, school, and career/college events through a monthly newsletter, "Perspectives," published by the foreign languages department.

Outcomes. Attendance data were disappointing. Program students' attendance was lower than the schoolwide attendance. The schoolwide attendance was 89.4 percent, compared to program

attendance of 82.0 in the fall and 77.1 in the spring. The project did not achieve its attendance objective.

Only five of the program students dropped out. There was no data available on mainstream students, therefore OREA could not make a comparison or assess attainment of the dropout objective.

Career-Oriented Activities

- The resource/curriculum specialist will have developed student apprenticeships/internships at 15 or more new sites.
- The program will organize at least one career conference for students in which representatives of eight major career clusters will present options and skill requirements.
- As a result of participating in the program, 75 percent of the students will show a significant improvement in occupational aspiration.

Implementation. To fulfill the apprenticeships/internships objective, project personnel surveyed Project BASICS students to determine their employability status. The results indicated that many students held part-time or summer jobs as salespersons, office clerks, cashiers, or restaurant workers. To expand student interest into other career areas, as well as to develop new sites for student placement, the project contacted the following institutions: Booth Memorial, Flushing, and Deepdale Hospitals; the Bay Terrace and Flushing public libraries; Bayside Federal Savings Bank and Citibank; and the Cliffside, Clearview, Flushing, and Sharf Manor Nursing Homes. The project gave students additional in-school training so it

could appropriately place them as apprentices in these institutions.

To fulfill the career conference objective, Bayside High School held a schoolwide Career Day Fair in May. Representatives from the fields of accounting, fashion, retailing, marketing, sales, word processing, and finance, and from various business schools, addressed the students, distributed materials, and answered questions concerning their respective professions. One hundred and five Project BASICS students (86 percent) attended the Fair.

In May, 15 project students attended the Asian Bilingual Career Day sponsored by Long Island University. Students received career information in the following areas: health science, law and paralegal services, business, engineering, computer technology, social service occupations, and construction and building trades.

Finally, a career-orientation program was integrated throughout each level of the E.S.L. curriculum. Print and video-based materials introduced students to careers in food services, health occupations, science, mathematics, and computer programming.

Outcomes. Project BASICS met its apprenticeship/internship as well as its career conference objectives. Since the project provided no data regarding occupational aspirations, OREA could not determine whether it had met that objective.

Staff Development

- By the end of the first year of the project, 85 percent of project staff members will participate in 90 percent of teacher training conferences and workshops.

Staff development activities included attendance at department meetings, in-school workshops, and outside workshops, and at conferences and symposia. The project director met with the E.S.L. curriculum/resource specialist, the A.P. English, and the E.S.L. and foreign language social studies teacher to discuss such issues as the Project BASICS evaluation design, E.S.L. programming, evaluating E.S.L. software, the articulation of E.S.L. and Foreign Language English, and E.S.L. and foreign language programs. An E.S.L. staff development specialist from the E.S.L./bilingual unit of the Division of High Schools visited the school twice a month to answer teachers' questions on E.S.L. methodology and provide new approaches for E.S.L. instruction. She also supplied instructional material and texts for the E.S.L. staff. Other in-school training for staff members included workshops on: improving questioning techniques, student involvement, motivating students, and E.S.L. computer software. Outside school, the E.S.L. resource/curriculum specialist and the dean of students attended a LAB Training Workshop, and the specialist and the school's computer coordinator attended a computer training workshop.

The project director attended an "Administrator as Teacher" conference for E.S.L. project directors, the North East Conference for the Teaching of Foreign Languages sponsored by

the North East Modern Language Association; the Multifunctional Conference on Effective Strategies for the Asian-American Learner; an Asian-American Heritage Seminar: Understanding Asian-American Students; the Citywide Chinese Parents' Seminar Honoring Student Achievement; and The Asian Bilingual Career Day sponsored by Long Island University. Project BASICS achieved its staff development objective.

Curriculum Development

- By the end of the first project year, the curriculum/resource specialist will have developed four subject matter-oriented instructional units for teaching in each of the major subject areas: mathematics, science, and social studies.
- By the end of the first project year, the curriculum specialist will have developed E.S.L.-based curriculum guides in at least one career cluster.

These objectives were partially met. The E.S.L. curriculum/resource specialist developed four units of E.S.L.-based curriculum materials in social studies. She had not yet completed the E.S.L.-based curriculum materials in mathematics and science, or the curriculum guide in health careers.

Parental Involvement

- As a result of participating in the program the proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

Because the project did not provide mainstream parents' attendance data, OREA could not assess the attainment of the

parental involvement objective as proposed. However, approximately 23 parents of program students (19 percent) attended each two-day parent-teacher conference in November and March. Eighteen parents attended an orientation meeting of the project's parent advisory council held in September. The principal and several department A.P.s were present at this meeting and gave parents an overview of the BASICS project as well as general school information, such as graduation requirements. The project scheduled additional parent advisory council meetings on the days of the parent-teacher conferences to encourage participation. However, only eight parents attended the November council meeting, eleven the March meeting.

III. CONCLUSIONS AND RECOMMENDATIONS

In its first year of operation, Project BASICS made progress toward achieving its proposed objectives. Students received instruction in E.S.L. and social studies taught with an E.S.L. approach. The project provided career education through the E.S.L. curriculum, a job placement program, and extracurricular career-oriented activities.

Students made significant gains in English-language proficiency and achieved the proposed objective in social studies taught with an E.S.L. approach. Project BASICS met its objective in staff development and partially met its objectives in career-oriented activities and curriculum development. OREA could not assess the achievement of objectives in dropout rate or parental involvement. Project BASICS did not meet the attendance objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Make attempts to increase the level of program students' attendance.
- Make attempts to increase the level of parent attendance.
- Attempt to complete the curriculum materials proposed for the next semester.